



**Great Whelnetham C of E Primary  
School**  
**EYFS Skills and Knowledge Progression**  
**Subject area: Art and Design**

<b>Age 3 to 4</b>	<ul style="list-style-type: none"><li>• Explore different materials freely, to develop their ideas about how to use them and what to make.</li><li>• Develop their own ideas and then decide which materials to use to express them.</li><li>• Join different materials and explore different textures.</li><li>• Create closed shapes with continuous lines and begin to use these shapes to represent objects.</li><li>• Draw with increasing complexity and detail, such as representing a face with a circle and including details.</li><li>• Use drawing to represent ideas like movement or loud noises.</li><li>• Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. Show different emotions in their drawings – happiness, sadness, fear, etc.</li><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li></ul>
<b>Reception</b>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively, sharing ideas, resources and skills.</li></ul>
<b>ELG</b>	<p><b>Expressive Arts and Design - Creating with Materials</b></p> <ul style="list-style-type: none"><li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li><li>• Share their creations, explaining the process they have used;</li></ul>



**Great Wheltham C of E Primary  
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Skills and Knowledge Progression  
Subject area: Art**

Key Principles	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>(Including exploring and developing ideas, the work of artists &amp; the use of a sketchbook)</b></p>	<p><b>Sketchbook</b> Begin using a sketchbook to record individual responses. Children will understand the use of this special book and begin to feel a sense of ownership.</p> <p><b>Generating ideas through looking and talking &amp; Work of other artists</b> – Children are given time and space to engage with the physical world and stimulus (visiting, seeing, holding &amp; hearing) Children enjoy looking at artwork made by artists/craftspeople/ architects and designers and express opinions on their work.</p> <p><b>Generating ideas through playing/making</b> – Children have hands on, playful exploration of materials.</p> <p><b>Evaluating</b> – Children enjoy listening to other people’s views about artwork made by others. Children share what they have liked about the process and the end result.</p>	<p><b>Sketchbook</b> Develop a sketchbook habit where children are able to record individual responses (including drawing to discover and experiment, collecting and sticking &amp; writing notes)</p> <p><b>Generating ideas through looking and talking &amp; Work of other artists and craftspeople</b> - Children look at a variety of inspirational artists and their work (these include images on a screen, images in books and on websites). Children look closely, describe what they can see, find similarities and differences, consider how it makes them feel and consider how it might inspire them in their own artwork.</p> <p><b>Generating ideas through making –</b> Continue to generate ideas through space for playful making. Through the exploration of materials, children understand, what materials can do, how it can be constructed, being open to unexpected ideas.</p> <p><b>Evaluating</b> – Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Evaluation of the process and the outcome are of equal importance.</p>		<p><b>Sketchbook</b> There is a strong sense of ownership of the sketchbook. Each child works within at their own pace and follows their own exploration. There is a greater range of responses in the sketchbook (including exploring and testing ideas, reflecting &amp; thinking forwards, adapting and refining ideas)</p> <p><b>Generating ideas through looking and talking &amp; Work of other artists and craftspeople</b> - Children look at a variety of inspirational artists and different example of work. Children look closely, considering any other senses they can bring to the artwork, the messages included and how it will inspire and influence the child as an artist and their own work.</p> <p><b>Generating ideas through making –</b> Children use a growing knowledge of how materials and mediums act to help develop ideas. Children use their previous knowledge and experience to influence their process.</p> <p><b>Evaluating</b> – Children evaluate throughout the process as a class, in small groups and one on one with the teacher. Suggestions are made for improvement as well as strengths. Links are made to the artists and their work</p>		<p><b>Sketchbook</b> The link between the sketchbook and outcomes become understood, there is a cycle of raising questions from sketchbook ideas which are explored within and outside the sketchbook.</p> <p><b>Generating ideas through looking and talking &amp; Work of other artists and craftspeople</b> - Children look critically at examples of artists/craftspeople work and discuss the artists intention and individual response. Art forms beyond the visual arts are explored (e.g. literature, drama, music, film) and how they relate to the visual art form. Children make links to other artists and art forms/pieces.</p> <p><b>Generating ideas through making –</b> Children use a secure knowledge of how materials and mediums act to help develop ideas. Children explore how the medium (i.e. drawing in pencil or charcoal) translates and develop.</p> <p><b>Evaluating</b> – Children critically discuss the process and the end result, they discuss problems, how they were solved. Children reflect upon artists and their works influence and how their work fits into a larger context. Regular evaluation occurs as a class, in smaller groups and one on one.</p>

<b>Drawing</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>(Including line, shape, space &amp; tone)</b>	<p><b>Equipment</b> – Pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p><b>Skills</b> – Begin to explore a variety of drawing equipment and draw on different surfaces and coloured paper.</p> <p>Complete observational drawings.</p> <p><b>Line, shape, space and tone</b> - Experiment with the different marks that can be made (e.g. dots and lines). Produce lines of different thickness and tone using a pencil.</p>	<p><b>Equipment</b> – Pencil, graphite &amp; soft pastel</p> <p><b>Skills</b> – Understand and can demonstrate the different grades of pencil.</p> <p>Pencil and drawing techniques of hatching, scribbling, stippling and blending are experimented with.</p> <p>Shading is used to show light and shadow effects.</p> <p>Investigate and are able to produce an expanding range of patterns and textures.</p> <p>Show an awareness of objects having a third dimension and perspective.</p> <p><b>Line, shape, space and tone</b> – Marks made are controlled.</p> <p>Use the knowledge and skills to draw different forms and shapes. There is also an awareness of space.</p> <p>Techniques taught enable children to create light and dark lines.</p>		<p><b>Equipment</b> – Pencil, graphite, pen, chalk, soft pastel, wax and charcoal.</p> <p><b>Skills</b> – Develop intricate patterns and marks with a variety of media.</p> <p>Pencil and drawing techniques are revisited and children can use these confidently.</p> <p>Draw for a sustained period of time at an appropriate level.</p> <p>Further opportunities are drawing in the third dimension and perspective.</p> <p>Use drawing techniques to work from a variety of sources including observation, photographs and digital images.</p> <p>Develop close observational skills using a variety of view finders.</p> <p><b>Line, shape, space and tone</b> – Children are able to create lines, marks and develop tone, demonstrating an understanding of their suitability.</p>		<p><b>Equipment</b> – Pencil, graphite, pen and charcoal.</p> <p><b>Skills</b> – Draw independently for a sustained period of time, over a number of sessions working on one piece.</p> <p>Techniques are now embedded (e.g. shading &amp; hatching) and children select these independently, understanding what works well in their work and why.</p> <p>Develop simple perspective in using a single focal point and horizon. Develop an awareness of composition, scale and proportion.</p> <p><b>Line, shape, space and tone</b> – Children develop their own style of drawing through: line, tone, patterns and texture.</p>

Painting	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>(Including colour)</b>	<p><b>Equipment</b> – Different types and sizes of brushes, fingers, natural resources (e.g. twigs). Children use ready mixed paint, powder paint and textured paint. Children explore painting on different surfaces, i.e. coloured paper, sized and shaped paper.</p> <p><b>Skills</b> – Begin to control the types of marks made with media.</p> <p><b>Colour, shades and tones</b> – Mix and match colours to different artefacts and objects.</p> <p>Recognise and name the primary colours used. Children predict and learn how to mix secondary colours.</p> <p>Explore lightening and darkening paint without the use of black or white.</p>	<p><b>Equipment</b> – Continue to use a wide range of brushes for different purposes, discussing these with the children. Children to use ready mixed paint.</p> <p><b>Skills</b> – Begin to control the types of marks made with a range of painting techniques e.g. layering, mixing media, and adding texture.</p> <p>Continue to control the types of marks made with the range of media. Use a brush to produce marks appropriate to work. E.g. small brush for small marks.</p> <p><b>Colour, shades and tones</b> – Continue to experiment in lighten and darken without the use of black or white. Begin to mix colour shades and tones.</p>		<p><b>Equipment</b> – Children select the correct brush needed depending on the task. Children to explore with watercolour and acrylic paint.</p> <p><b>Skills</b> – Confidently control the types of marks made and experiment with different effects and textures.</p> <p>Start to develop a painting from a drawing.</p> <p><b>Colour, shades and tones</b> – Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence.</p>		

Printing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>(Including pattern)</b></p>	<p><b>Equipment</b> – Natural objects e.g. leaf and hard and soft objects e.g. coin, sponge. Poster Paint.</p> <p><b>Skills</b> –.Look closely at patterns found Create pictures by printing objects. Create Simple patterns by using objects.</p>	<p><b>Equipment</b> – String, card, polystyrene blocks, carving tool, roller, printing ink</p> <p><b>Skills</b> –. Begin to identify forms of printing: Books, posters pictures, fabrics.</p> <p>Explore relief printing.</p> <p>Demonstrate experience at impressed printing.</p> <p>Use equipment and media correctly and be able to produce a clean printed image.</p> <p>Experience fabric printing.</p> <p>Know different patterns including repeating, half drop, full drop and random. Children to create their own pattern and pattern form.</p>		<p><b>Equipment</b> –printing blocks, tiles, lino prints carving tool, roller, printing ink</p> <p><b>Skills</b> – Children will explore mono-printing and relief printing.</p> <p>Create prints with three overlays to explore overlaying colours.</p> <p>Explore overlaying with different media.</p>		

Texture and form	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>(including collage and modelling)</b>	<p><b>Collage</b>  <b>Equipment</b> – Various papers, tissue papers, crepe paper, magazines, newspaper, felt, material</p> <p><b>Skills</b> – Cut and tear materials to make simple patterns and images.</p> <p>Investigate textures by describing and naming.</p> <p>Explore by crumpling, folding, tearing, overlapping etc.</p> <p>Recognise that materials look and feel different, choosing the most suitable materials for an effect.</p> <p>Experiment with techniques that use contrasting colours, textures and patterns (e.g. rough/smooth, light/dark, plain/patterned)</p>	<p><b>Sculpture</b>  <b>Equipment</b> – Papier Mache, paint, corrugated paper, paper, string</p> <p><b>Skills</b> – Use tools and equipment safely with growing accuracy.</p> <p>Shape, form, model and construct a model from observation and imagination.</p> <p>Use/create a simple base for extending and modelling other shapes</p> <p>Join parts together successfully.</p> <p>Manipulate malleable materials in a variety of ways including rolling, pinching, slab, coil and kneading.</p> <p>Experience surface patterns and textures and use them where appropriate</p> <p>Impress and apply simple decoration techniques (e.g. impressing, painting and applying)</p>		<p><b>Sculpture</b>  <b>Equipment</b> – Various papers, tissue papers, crepe paper, magazines, newspaper, felt, fabric.</p> <p><b>Skills</b> – To explore a range of paper structure techniques</p> <p>Convey a definite theme that is apparent to any viewer.</p> <p>Use a wide variety of skills and techniques to confidently create a structure in the style of Helen Mussel White/Charles McGee</p> <p>To manipulate and create a simple form using paper</p> <p>Children will need to consider colour, patterns, textures, layering and manipulating techniques, choosing the most appropriate materials to fit the purpose.</p>		<p><b>Sculpture</b>  <b>Equipment</b> – Wire and Tissue paper</p> <p><b>Skills</b> – Tools are self-selected for the required purposes, used independently and safely.</p> <p>Children can confidently manipulate and create a simple form using recycled, natural and manmade materials. Confidently joining these together.</p> <p>Work is completed around armatures or over constructed foundations.</p> <p>Texture and form is created confidently through a variety of techniques.</p> <p>Finishing techniques are taught – using glue to make it stand on a structure.</p>